



Stockton Unified School District

**EDISON HIGH SCHOOL**

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## Essential Outcomes Chart: What is it we expect students to learn?

Grade:	9-12	Subject:	<b>Fluent Spanish 1</b>	Semester	1-2	Team Members:		Stephanie Pineda-Flores	
							<b>Descubre 2 Chapters 1-5 Leccion Preliminar (review)</b>		
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards				
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?				
<p><b>Leccion Preliminar: present, ser/estar.</b></p> <p><b>Chapter 1: health/medical terms, symptoms and conditions, health professions</b></p> <p><b>Grammar: The imperfect and preterite use for Regular &amp; Irregular Verbs/constructions with "se"</b></p> <p><b>Communications 1.1</b></p> <p><b>Comparisons 4.1</b></p> <p>-Students will learn the differences between the preterite and imperfect tense. In addition, they will learn how to conjugate regular and irregular verbs in the past using</p>	<p>A proficient student will also know the difference between the imperfect and the preterite. A proficient student will know how to integrate health/medical terms in writing activities and communication activities.</p> <p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can differentiate between the use of the imperfect and preterite verbs.</li> <li>I can describe how I feel and describe health and medical conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Basic vocabulary (greetings, family, school, hobbies, travel, shopping, daily living, food, festivities)</li> <li>Present tense of regular -ar/-er/-ir verbs</li> <li>Ser &amp; estar verbs</li> <li>Stem-changing verbs</li> <li>Yo-form changes</li> <li>Noun gender</li> <li>Adjective-noun Agreement</li> <li>Definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>White boards</li> <li>Bell work</li> <li>Class presentations</li> <li>Online quiz(es)</li> <li>Chapter exam</li> <li>VHL Activities</li> <li>One Pagers</li> <li>Venn Diagrams (Compare/Contrast)</li> </ul>	<p>Review first week of school</p> <p><b>Tentative dates subject to change if refinement needed during school year.</b></p> <p>8/6/2018-9/31/2018</p> <p>10/2/2018-10/31/2018</p>	<p>Students who have a greater understanding of verb conjugations between the preterite and imperfect tense will extend their knowledge by using other tenses in verb conjugations in the future.</p>				

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<p>both of these tenses. Students will also know how to use the passive form of “se”</p> <p><b>Chapter 2: technology computers and the Internet, the car and accessories</b></p> <p><b>Familiar commands/reciprocal reflexives</b></p> <p><b>Communications 1.1</b></p> <p><b>Comparisons 4.1</b></p> <p>-Students will learn how to give informal commands and use reflexive verbs to describe daily routines.</p>	<ul style="list-style-type: none"> <li>• I can use familiar commands to give orders or advice.</li> <li>• I can use reflexive verbs to describe my daily routine.</li> <li>• I can talk about using technology and electronics.</li> <li>• I can use common expression on the phone and talk about car troubles.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative skills</li> </ul>			
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<p><b>Pronunciation &amp; Conversation:</b> <b>Communication 1.1; 1.2</b> <b>Comparisons 4.1</b> Students will demonstrate understanding of correct pronunciation of the Spanish language, spelling of words, <u>principles governing word stress and use of written accents.</u></p>	<p>A proficient student will use correct spelling and pronunciation of vocabulary, sentences, and accurate text reading during peer collaboration in both conversation and writing activities.</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Basic phonological knowledge</li> <li>• Morphological skills</li> <li>• Orthographical skills</li> <li>• Collaborative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observations</li> <li>• Class presentations</li> <li>• Quizzes: Online recordings</li> <li>• Peer analysis</li> <li>• Online recordings</li> </ul>	<p><b>Throughout the year</b></p>	<p>Proficient students will use vocabulary, spelling, and pronunciation in sentences and short writings. They will also critically read culture related articles. They will extend and further apply their knowledge through research based presentations and everyday language use in the classroom.</p>
<p><b>Numbers Beyond 2000</b> <b>Communication 1.1</b> <b>Comparisons 4.1</b> Students will learn how to write and spell numbers beyond 2000 in currency transactions and when stating dates.</p>	<p>A proficient student will identify, pronounce, and spell numbers beyond 2000 by carrying out currency transactions in a variety of settings (i.e. shopping, ordering food, making purchases). Student will also accurately state dates following a day-month-year format, as used in Spanish speaking countries.</p>	<ul style="list-style-type: none"> <li>• Basic number vocabulary (0-2000)</li> <li>• Cornell notes</li> <li>• Comparing/contrasting number rules (English v. Spanish)</li> <li>• Peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Informal observations</li> <li>• Quizzes</li> <li>• Chapter/unit exams</li> <li>VHL Activities</li> </ul>	<p><b>Throughout the year</b></p>	<p>Proficient students who have a better understanding of the vocabulary of numbers beyond 2000 will use it when reading short texts that involve scenarios in currency transactions and dates.</p>
<p><b>Chapter 3: Parts of a house, table settings, household chores.</b> <b>Formal commands/present subjunctive/subjunctive with verbs of will and influence</b> <b>* Communication 1.1</b> <b>*Comparisons 4.1</b></p>	<p>A proficient student will speak in a formal manner by using formal commands and relative pronouns within their spoken sentence structures.</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting Preterite &amp; imperfect</li> <li>• Collaborative skills</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz</li> <li>• Chapter exam               <ul style="list-style-type: none"> <li>• Warm-ups</li> </ul> </li> </ul>	<p>11/1/2018-12/21/2018</p>	<p>Students who have a greater understanding of verb conjugations in the preterite and imperfect tenses will extend their knowledge by using these conjugated verbs in sentences throughout the year.</p>

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Students will learn how to give formal commands using "usted/ustedes." In addition, students will learn how to conjugate and construct sentences using the present subjunctive and main clauses of the subjunctive which include verbs of will and influence.

**I can statements:**

- I can use formal commands (usted/ustedes) to respectfully give orders or advice.
- I can use the present subjunctive to conjugate and form phrases.
- I can use expressions of will and influence to write sentences using the subjunctive in the subordinate clause.
- I can describe my house or department.
- I can talk about household chores and give instructions using commands.

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<p><b>Chapter 4: nature, the environment, recycling and conservation</b></p> <p><b>The subjunctive with verbs of emotion/disbelief and denial/ and the subjunctive with conjunctions.</b></p> <p><b>* Communication 1.1</b></p> <p><b>*Comparisons 4.1</b></p> <p>Students will learn how to conjugate regular and irregular verbs to the present subjunctive and construct sentences utilizing main expression of the subjunctive such as verbs of disbelief and denial. Students will also connect phrases as conjunctions using the subjunctive.</p>	<p>A proficient student will conjugate and compare different uses of the subjunctive through oral and written activities in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting different uses of the subjunctive</li> <li>• Collaborative skills</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz</li> <li>• Chapter exam               <ul style="list-style-type: none"> <li>• Warm -Ups</li> </ul> </li> </ul>	<p>1/7/2019-2/28/2019</p>	<p>Proficient students will extend their knowledge of the topic by using the subjunctive in sentences and in writing pieces. They will also use this knowledge to critically read short passages or stories that use the subjunctive throughout the year.</p>
<p><b>Chapter 5: City life, money and banking, at a post office.</b></p> <p><b>The Subjunctive with adjective clauses, nosotros commands, past-participles used as adjectives.</b></p> <p><b>*Communications 1.1</b></p> <p><b>*Comparisons 4.1</b></p>	<p>A proficient student will conjugate verbs to the subjunctive using conjunctions and other verbs of emotion in the same sentence.</p>	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Verb stems</li> <li>• Comparing/contrasting future and conditional</li> <li>• Collaborative skills</li> <li>• Peer editing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• White boards</li> <li>• Bell work</li> <li>• Class presentations</li> <li>• Online quiz</li> <li>• Chapter exam               <ul style="list-style-type: none"> <li>• Warm-ups</li> </ul> </li> </ul>	<p>3/4/19 – until the end of the year.</p>	<p>Students who excel at this standard will progress to utilize and apply this knowledge in the writing process in Spanish.</p>

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<p>Students will learn how to use the subjunctive with adjective clauses, they will also learn how to form and express nosotros commands to give order or advice, and finally they will learn the past-participles conjugations and use them as adjectives in sentence frames.</p>					
<p><b>Writing Process</b>  <b>Communication 1.3</b>          Students will learn the basic structure of a composition in Spanish.  <b>Writing Prompts:</b> using the <b>Preterite</b> write about an event in the conclusive past.  <b>Imperfect:</b> write about your childhood using the imperfect and vocabulary.  <b>Reciprocal Reflexives:</b> write about your daily routines using reciprocal reflexives.</p>	<p>A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition in Spanish.</p>	<p>A proficient student will learn to use writing strategies, integrate vocabulary, and sentence structure principles to write a composition in sentences, transitional words, body, conclusion</p> <ul style="list-style-type: none"> <li>• Self-evaluating</li> <li>• Revising</li> <li>• Peer-editing</li> <li>• Philosophical chairs</li> <li>• Socratic seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work (writing)</li> <li>• Informal observations</li> <li>• Short essay questions</li> <li>• Peer analysis</li> <li>• Final draft</li> </ul>	<p>Throughout the year</p>	<p>Proficient students will extend their writing skills by critically reading articles and stories in Spanish and exploring different writing styles and purposes of writing.</p>
<p><b>Culture</b>  <b>Communication 1.3</b>  <b>Cultures 2.1, 2.2</b>  <b>Connections 3.1, 3.2</b>  <b>Comparisons 4.2</b>  <b>Literacy RL 9-10.6</b>          Students will read about the geography, history, and culture</p>	<p>A proficient student will demonstrate understanding of different aspects of Spanish speaking countries' culture through readings and discussions while collaborating with peers.</p>	<ul style="list-style-type: none"> <li>• Marking and charting</li> <li>• Making Inferences</li> <li>• Graphic organizers</li> <li>• Comparing &amp; contrasting different cultural aspects in Spanish speaking countries and the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal observations</li> <li>• End of the year project</li> <li>• Class presentations</li> <li>• Final exam</li> </ul>	<p><b>Throughout the year</b></p>	<p>Proficient students will extend their knowledge by critically reading short articles and novel excerpts throughout the year.</p>

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<p>of Spanish speaking countries around the world. Analyze a particular point of view or cultural experience reflected in a work of Spanish literature.</p> <p><b>Readings Descubre 2 Chapters 1-5.</b> <b>Libro de la semana</b> <b>A comic strip</b> <b>Dos fabulas de Felix Maria Samaniego y Tomas Iriarte</b> <b>Esquina Peligrosa de Marco Denevi</b></p> <p><b>“No Oyes Ladrar los Perros” – Juan Rulfo</b></p> <p><b>“La profecia autocumplida” Gabriel Garcia Marquez</b></p> <p><b>“La Muerte de Artemio Cruz” (fragmento) Carlos Fuentes</b></p>					

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